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More colleges should offer credit to students who take courses in the Advanced Placement Program. To encourage such learning, colleges should re-evaluate their attitudes towards these students. Harvard and Princeton give credit for such courses and their educators and students report only favorable results.

Those opposed to the Program include individual department staff who have the power to accept or reject the examination results of a participant in the Program, and persons who feel that they are above students, schools, and programs.

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CREDIT AND THE ADVANCED PLACEMENT PROGRAM

The College Entrance Examination Board's Advanced Placement Program has passed its probationary period. Growth has been sound, steady if not spectacular. In May, 13,283 candidates from 1,126 schools took 17,603 examinations and their scores were sent to 617 colleges. In 1956, the first year the Board took responsibility for the Program, 1,229 candidates from 104 schools took 2,199 examinations and their scores went to 130 colleges.

Frank O. Copley, in the new book, The American High School and the Talented Student,* says: "Few faults, if any, have been found in it by students, teachers, or administrators, whether on the secondary or college level; praise and satisfaction have been well-nigh universal." President Keeney of Brown has described the Program as "the most promising thing that has happened in American education in years," and Paul Roundy of Western Reserve Academy sums up his feelings about it with: "We have only our joys to celebrate."

Things aren't that good. There are places where it has never been heard of. That is not serious; but there are other places--and they are nearby--where people wish it would just toddle off, with or without its powerful, non-profit father. One of the most common charges against the Program is that it accents credit and by over-emphasizing testmanship may lead to the breeding of a race of what Henry Bragdon calls "academic spigots." The charge of spigotry can be rather easily refuted, but the problems of credit and testing had better not be denied if honesty and understanding are important.

Only about one and-a-half freshmen out of a hundred are Advanced Placement

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*Ann Arbor, The University of Michigan Press, 1961.

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candidates and the Program is still young. So, although an occasional sweet bird of youth may fly by the nets of regimentation, the nets are still there. Academic bookkeeping remains an integral part of American education, and even though no Committee on Instruction would admit to giving splendor to art by numbers, I have never known a registrar who did not count. Some of them, to be fair, will take the cash and let the credit go, but almost all of them, accurately and inexorably, count. The Program, then, must conform. It must, despite the finer aspirations of its originators, be concerned with such mundane matters as credits, points, and, to put it as crassly as possible, payoff. Study is its own reward, but because in a fairly rigid national system any innovation must fall heir to the ills as well as the attributes of that system, Advanced Placement must deal in the common currency.

Before describing some of the procedures used by the colleges in granting credit, it may be interesting to discuss attitudes toward the granting of credit by examination. Indeed it may be true that because policies and practises are changing quickly, attitudes are more important and revealing than statistics. To illustrate attitudes toward the Program and specifically toward the granting of credit, three stories may have value.

One of my first talks about Advanced Placement was addressed to the Catholic Education Association of an eastern state. During the question period one of the sisters observed that the Program held a great deal of promise. Then a priest, rather archly I thought, said, "I presume the sister is from a secondary school. Would she be in favor of allowing a student from elementary school to skip some of her work?" The sister rose and said, "Is the father addressing me?" and when he nodded, she said, "Yes," and sat down. The brevity of her answer left a gap. Then the priest got up and said--and this was meant to be the real clincher--"Would she be in favor of doing the same thing with postulants and novitiates?" Again she rose and said, "Is the father addressing me?" He nodded and again she said "Yes" and sat down. I learned something from that. Shortly after, at the University of Chicago, I was told

that although the University favored the Program, an Advanced Placement candidate who had successfully completed one of our examinations would be considered for credit only if he passed one of Chicago's placement tests as well. I returned to the office feeling wronged if not wounded. After I told Mr. Bowles of my experience, he thought a moment and said, "Jack, there is nothing one socialist hates so much as another socialist."

The last story--More than a year ago I was invited to a meeting of the "in-group" of Advanced Placement colleges. These were colleges that had received the largest numbers of Advanced Placement students. The meeting was informal, there was no agenda, the purpose was merely to discuss common problems and experiences pertaining to the Advanced Placement Program and the matter of granting credit. After the Princeton representative spoke, a dean from Northwestern, emboldened perhaps by the fact that he was a Princeton alumnus, said, "Come now, you don't <u>really</u> give much credit on the basis of Advanced Placement examinations, do you?" The Princeton spokesman said, "Indeed we do. Obviously you haven't read our latest statement. As a matter of fact, it is <u>possible</u> at Princeton to get as much as two years' credit on the basis of Advanced Placement." The Northwestern dean was silenced, but the Harvard man said, "See your ten and raise you five."

The leadership and vision of a small number of colleges are among the powerful forces working to shake the complacency of a larger number that have yet to awaken to the benefits of Advanced Placement. It is true that the few have reaped a disproportionate share of the rewards but, what is more significant, is that they have taken a step to establish standards in which America can take some pride. Those that have not yet moved might well heed Satchel Paige's admonition: "Don't look back; something may be gaining on you." For the second consecutive year, an NEA survey reveals that the schools will emphasize college-level work. Therefore it would seem only prudent for colleges who have not taken a stand on credit by examination to

vacate some premises or at least start looking around.

Mr. John Valley of ETS, one of those rare men who can exert tremendous effort without making noise, published, in 1959 and 1960, five articles* dealing with the award of placement or credit by subject. The candidates who offered mathematics fared best. For a general appraisal, not by subject, a study in 1960 which covered 83% of the students who took Advanced Placement examinations in 1959 indicated that the majority received advanced placement or credit or both when entering college. The figure was 62%. A second finding considered especially significant by the Advanced Placement Committee was the fact that colleges entered by substantial numbers of Advanced Placement candidates are the most liberal in awarding placement and credit. That figure was 82%. It seems clear then that with experience, or more specifically, with candidates, college policies become more liberal.

The policies vary. Some, like the College of Literature, Science, and the Arts at the University of Michigan, award credit for examination scores of 3, 4, and 5 and refer scores of 2 to the departments concerned for individual evaluation. Other colleges grant placement only and still others, although they are now hard to find, give neither placement nor credit. It is not easy to summarize policies toward the Program because not only do colleges within universities react differently but even departments within colleges sometimes differ.

A year ago 457 colleges had indicated that they granted placement or credit or both. Doubtless that number has increased, and among the first number there is no doubt that the policies of many have changed. It is an exaggeration to say that certain Advanced Placement policies are like missiles--if they work they are obsolete. But it is dangerous to cite a policy that is more than a year old. It can also be

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*English: The English Journal, Vol. 48 (1959), pp. 398-401; Latin: Classical Journal, Vol. 55 (1960), pp. 215-16; modern foreign languages: The Modern Language Journal, Vol. 63 (1959), pp. 261-63; history: Social Education, Vol. 23 (1959), pp. 330-32; sciences: The Science Teacher, Vol. 26 (1959), pp. 399-402.

misleading to cite up-to-date policies or even statistics on the percentage of candidates who receive placement or credit. Students and schools must consult the individual colleges for specific answers.

The ultimate justification for awarding credit to Advanced Placement students lies in their performance in sophomore courses. Every report received by the College Board indicates that these students do at least as well as, and frequently better than, the regular sophomores.

There are, of course, some problems ahead for the college that takes on the task of properly placing and crediting these students. However, the problems are no more difficult to solve than those accepted by the school when it institutes Advanced Placement courses. And the college's obligation is at least as great.

One of the objectives of the Program is to effect indirectly the proper placement and accreditation of successful candidates. This frequently calls for the conversion of colleges and it entails politics as well as pedagogy. Had we but world enough and time, the pulls and pushes would always be gentle.

Colleges will continue to take whatever action they will with candidates. That is their prerogative. But students and schools have a privilege too and it is just as proper. One can hope that the colleges that condescend, or do not deign, or dissemble by looping the problem with rolls of rhetoric, will be found out. That shouldn't be too hard. The strongest resistance comes from guerrillas--dedicated, mostly scattered, some even isolated on their own campuses: the head of freshman English who'd make Milton register for composition; the new key man in French who won't even concede that translation to English may be a useful testing device; the mathematician who, deploring the way calculus is taught in our best colleges, says "why bring it down into the schools." These are our dearest enemies and they are tough and able.

There is another group, not enemies but less and more. They treasure learning,

dwell in airy castles and crest the academic world. Students, schools, and programs swirl beneath them. They are above the elements they live in. With them social responsibility and academic detachment may never be reconciled, but they had better be. And there is hope, for truly to treasure learning is to transmit it. A castle or even a palace of art is barren if it is lonely.

* * *

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Advanced Placement Program

(Copy of a talk to be delivered at the Invitational Measurements Conference, October 26, 1961, Hotel Roosevelt, New York City.)